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child is affected by stimuli of sight and hearing; the microkinesis is temporarily inhibited by them (finely shown in graphic tracings), and a little later such inhibition is followed by general movements of response. There is evidence of retention, but no delay in the responses. At three years the control of the senses is very much widened; delayed and compound responses and those disproportionate to the stimuli are frequent; there is also imitation—all showing increased complication and interaction in the centers. At ten there is little microkinesis, and the responses to sensations are yet more delicate and varied. In the third section the author draws his conclusions as to the cerebral side of this evolution. The most important of these are connected with what he terms the diatactic action of the nerve cells, that is, their preparation for combined action. This diatactic action takes place in periods of inhibition, and is shown by the complicated motions which follow. Thought, which can be known only by motion of some kind, is the correlate of this diatactic action. The discharge of the functionally united cells need not, however, be directly into the muscles, but may spend itself in forming other unions. Motions of intelligence differ from others in their better adaptation. The cerebral qualities that favor such motions are given as follows: "1. Action in many small parts, not necessarily directly stimulated by any present or immediate antecedent forces. 2. Retentiveness and capacity for delayed expression upon a subsequent stimulation. 3. Capacity for the formation of functional unions among cells upon slight stimulation, such unions sending efferent currents to certain centers or muscles, with exactness, upon their stimulation."

Untersuchungen über den Musiksinne der Idioten. Dr. WILDERMUTH. Jahressitzung des Vereins der deutschen Irrenärzte, 1888. Allg. Zeitschr. f. Psychiatrie, Bd. XLV, H. 5-6.

The musical sense of idiots has attracted notice, but seems never before to have been specially investigated. The author has examined 180 of that class, and for comparison, 82 children from 7 to 13 years old. The less defective portion of the idiots were tested for compass of voice, certainty in giving a note, ability to distinguish the tones of a chord, musical memory, etc. They were marked on these tests by a credit system, and divided into four grades. The percentage of the whole number in each grade was as follows:

	Grade I.	Grade II.	Grade III.	Grade IV.
Idiots	27 (16)	36 (29)	26 (36)	11 (19)
Children.....	60	27	11	2

The percentages in parentheses are for a certain number selected from the full list whose mental state was that of children 2-4 years old, and who were in general considered incapable of education. Considering that the children had had a good deal of training and the idiots little, and that the investigation was made difficult by the general helplessness of the latter, and, in the case of many, by their lack of concentration, the showing is relatively as well as absolutely good. Female subjects, both normal and abnormal, were the more talented. In rhythm no errors were made, except by three idiots. With the still more defective portion of the idiots (30 cases) simpler tests had to be used (noises, a metronome, music-box, etc.), and the effect judged from aspect and gesture. Five failed to respond.

Most did not show displeasure at sounds unpleasant to the normal ear, while many did show antipathy to certain tones or noises not commonly unpleasant. The rhythm of the metronome pleased about one-third of them, and all found the music-box agreeable. The ways of expressing pleasure were various, but always exactly the same in a given individual. The emotion reached its height in 5-20 seconds; after 2-5 minutes it gave way to rather sudden fatigue. If the music continued, another accession of emotion followed, after an interval of indifference, but all reaction failed after 15-20 minutes of continuous playing. Five could hum tunes and learn to hum new ones. In five cases of acquired motor aphasia, the musical sense, both active and passive, was injured or destroyed, while in three of congenital origin it persisted; of twelve that were aphasic from intellectual defect, only two failed to respond. The response of such defectives, especially as compared with that to other aesthetic stimuli, testifies to the very fundamental nature of rhythm and music.

On Alternating Sounds. Dr. F. Boas. Amer. Anthropologist, Vol. II, p. 47, Jan. 1889.

"Alternating sounds" in language are such as may stand interchangeably the one for the other. A philologist in reducing a savage language to writing may at one time write *pâc*, at another *bas* for the same word. These variations are due, as the author believes, not to real alternations of the sounds, but to alternations of apperception on the part of the hearer. In the same way he explains the mishearing of words attributed to "sound-blindness" (see experiments of Miss S. E. Wiltse, AMER. JOUR. PSY. I, 702). The philologist on hearing a sound that falls between two familiar ones apperceives it first as one and then as the other, or he may hear sounds really different as one and the same. In the "sound-blindness" experiments the mishearing is not entirely at random; but the sensation of some letter-sound or word, varying slightly for some reason from the usual one, is heard as some other sound or word known to exist in the language

Un nouveau cas de guérison d'aveugle-né. CHARLES DUNAN. Revue Philosophique, January, 1889.

A little girl, thirteen years old, was successfully operated upon for congenital cataract in the right eye, the left being hopelessly lost. Her previous seeing had been limited to distinguishing day and night. Two days after the operation the bandages were removed and a few tests made by the surgeon. Eight days later she was seen by Dunan and other tests made. Her perception of depth in space (monocular, of course) was very imperfect. She did not, however, perceive objects as in her eye or touching it, but saw them projected apparently at an indeterminate distance. Her perception of form, size, and direction was good. She said a disk of paper was round and white (she had seen some round objects and been taught the colors since the operation); she told which was the larger of two rectangles of paper; she reached in the right direction to grasp objects. The author goes to some trouble to prove that her condition was practically unchanged from the first, a thing which it is hardly necessary to say does not take the place of proper experi-